

Exploring Argumentation across content Areas and Text genres: A Case Study of the Measles

At your tables, assign different readings to group members. Make sure that at least one person is reading each text, and that each person has a reading assignment. As you read individually, jot down answers to the questions below for the text(s) you are reading.

Text # _____	
Is there a clear claim? If so, what is it? If you can't find a clear claim, what sort of claim could you make using this text as evidence?	
In general, describe the type of evidence being used (e.g. statistics, anecdotes, expert findings, etc.). What content area(s) or subjects in school would you most associate this text with, and why?	
Is reasoning clearly presented and tied to evidence? If so, describe one example.	
What do you think is the audience for this text? Why do you think this? What is your evidence?	

<p>What is the purpose of this text?</p> <p>How do you know this?</p>	
<p>What is the tone of this text?</p> <p>How do you know? What words does the author use that help signal tone?</p> <p>What are some examples of author/publisher choices that signal this tone?</p>	

Now, take turns at your table sharing your reflections on the text or texts you analyzed, and then engage with the discussion questions below:

Discussion Questions:

- All of the texts have the same topic. How are they different? How is argumentation different across the texts?
- How do audience and purpose shape the types of evidence, reasoning, and language authors use?
- What instructional implications are on your mind now? How might argumentation look and sound different in different contexts?

- What kind of argumentation task could you develop that could use at least three of these sources?
- Thinking about audience, purpose, and tone, what kind of a product would you want students to create, and how could you support their work?